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1953

The Vocational Guidance Quarterly

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WINTER 1953

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1952-1953

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National convention ahead: Guidance and personnel workers will converge on Chicago March 29-April 2 for national convention. You had better make plans to attend, since this will be outstanding conclave. Convention program will be planned by divisions, of which NVGA is largest, while coordinating will be done by American Personnel and Guidance Association. Place: That big Conrad Hilton Hotel.

Theme: NVGA portion of convention will feature "Promoting Job Satisfaction and Opportunities." Vice-President Charles Odell will serve as program chairman, while Ronald Deabler of La Grange, Illinois, will serve as our local arrangements chairman.

General meetings: We are planning at least two general program meetings. First meeting will feature top notch speakers from such fields as psychology and education, sociology and anthropology, economics and statistics, psychiatry and medicine, who will discuss theme from their respective points of view. Second general meeting will present top speakers from management, labor, and community

Message from the

PRESIDENT

organizations, who will give their views on contributions guidance workers can make to job satisfaction and job opportunities for all. We are also considering two sessions of NVGA Delegate Assembly and a luncheon.

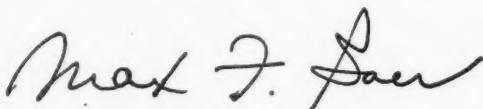
Sectional meetings: Our functional sections will sponsor program meetings Tuesday and Wednesday mornings and business meetings Wednesday afternoon. Our special interest sections will hold program meetings Tuesday and Wednesday afternoons and business meetings Monday evening. This plan will permit you to attend both functional and special interest meetings. It also gives each section at least four and a half hours for program discussion. On Thursday morning there will be a general report session for all NVGA convention registrants at which each

section will summarize results of program discussions, with heavy emphasis on common factors and integrating influences in vocational guidance techniques and services to special groups.

Good, isn't it? Vice-President Odell has summed up advantages of convention program structure as follows:

1. Each section will have more time for its meeting than at previous conventions.
2. Unifying theme and organization will give NVGA participants more integrated picture of vocational guidance.
3. Program will afford greater opportunity for involving new groups and interests in NVGA.
4. There will be greater chance for group discussion and audience participation in contrast to usual presentation of papers that are undiscussed and undigested because time runs out before there can be discussion.

NVGA selective subscription: NVGA Trustees have approved new experimental service to membership, whereby you can get best publications in our field from Uncle Sam for single annual subscription of \$5.00. NVGA committee, headed by Robert Shostek, will evaluate U. S. Government publications and see that you get the best for your subscription. You can subscribe at any time during year, and all back selections will be forwarded to new subscribers. All subscriptions will thus expire at same time. Here are advantages to you: You don't have to worry whether or not you've missed a new government publication. You don't have to carry on frequent correspondence with Washington agencies on availability of new publications, prices, billing, etc. You don't have problem of deciding what are best buys for your limited budget. Best bulletins will come to you automatically. Use subscription blank on page 64.



Don't Try to Go It ALONE

by CLYDE W. GLEASON

WE WHO DEVOTE our working lives to vocational counseling, cannot escape the fact that we make or break people by our recommendations. Even though, in the last analysis, our clients make their own choices, the fact remains that they depend heavily upon us for guidance. Few of us would willingly fail or refuse to bring every

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available resource to the solution of a serious vocational problem. Why then, don't counselors ask for more help than we do?

It is the writer's belief that by and large, the best vocational counselors are free with their telephones. They drop notes into the mails, asking for information or advice. They have contacts among psychiatrists and other medical specialists, fellow psychologists, social workers, personnel people in commerce and industry, educators,

Two heads making better than one



rehabilitation specialists, union officials and employers. They are not inhibited by timidity or by professional jealousy. They do not rationalize a fear of exposing ignorance to people in other professions, by hiding behind the fiction that consultation is too time-consuming to be worth while; or a fear of summary treatment from other persons of consequence such as employers and labor leaders, by the conceit that their judgments are not professional.

I do not mean to suggest that the best vocational counselors are brash extroverts, but rather, that consultation is a fine art, and that to practice it, one must have the confidence which comes of real mastery of our difficult and increasingly technical field. The core of the vocational counselor's professional function is to appraise the assets and liabilities of an individual with intimate reference to the demands and the rewards of vocations. The complexities of human beings and vocations being what they are, he must turn to others for much of the information and many of the judgments which it is then his duty to fit into a carefully structured procedure of evaluation and progressive selection. If his procedure is carefully structured, he will discover quite precisely, what he does not know. His problems will be defined and his inquiries will be pointed. It may be oversimplifying the matter to say that counselors who find consultation to be unprofitable, probably do not ask the right questions of the right people. Consultation, I repeat, is an art. It is a form of communication among equals, across the boundaries which separate independent but related callings. One consults because one cannot and should not know the other fellow's

business as well as one's own. A request for consultation is a tribute to the consultant's competence in his own field, but it carries certain obligations, one of which is, not to waste his time.

Certain Obligations

Another is to make clear to him, just why the inquiry is important, and what bearing his information or opinion may have upon the client's welfare. Another is to confine the problem to the consultant's own field of knowledge or experience. Still another is to state the problem so clearly that he does not need to fish for one's meaning.

Perhaps some of the not-too-helpful responses which may have been attributed to indifference or even incompetence in those whom we have consulted, have been due to violations of the consultant's code.

For example, this question, in one form or another, has been put too many times, by vocational counselors, to medical consultants. Its substance is: "Is this person physically fit to be a—?" On the face of it (when the blank is filled in with some occupational title), this is a clear and simple question. But consider, if you will, the fact that most physicians do not know the physical or other demands of occupations, and have little time or desire to learn them. As they try to answer such questions, we should recognize with some sense of guilt, that we, not they, should know the physical demands of occupations, or if we do not, we should not try to learn about them from a physician. It is our obligation to confine our questions to those particular demands about which we have doubt as to the client's capacity or tolerance. Physicians can tell us that a person

cannot stand for long periods at his work; how much he should be able to lift; that silica dust will hurt him but that engine smoke will not; that night work will be bad for him. But to approach the medical consultant without first having analyzed the problem into such specifics, is to invite "safe," general, negative answers which may frustrate our efforts to find suitable objectives. Ask the average physician if a man with severe arthritis or heart disease should ever go into farming. With his layman's concept of a farmer as a field worker, he will probably be strongly against it, not knowing that persons bound to wheel-chairs have been successfully rehabilitated as farm managers.

Sometimes, when the medical consultant perceives the looseness of the counselor's questions and the apparent vagueness of the thinking behind them, he may nevertheless want to be helpful. With good intent he may invade the counselor's field with an occupational prescription of his own, such as "Why not put him into light sedentary work like bookkeeping?" when bookkeeping may be one of the last occupations which should be considered for that particular individual.

Another example: Have you ever had a psychiatrist tell you that, if he had his way, he would never permit a person with a history of schizophrenia to become a teacher, because that sort of personality should not be inflicted upon the young; then have another psychiatrist tell you that it would be quite helpful for a schizophrenic in remission to become a teacher because he needs the protected environment and the opportunity to bury himself in subject matter? The writer once had that confusing but illuminating experience. Why,

however, should one invite such blanket judgments by asking general questions such as, "Should a schizophrenic teach?" There are many kinds of teachers: teachers of children and of adults; teachers of cold sciences and warm humanities; researchers who lecture; laboratory assistants. There are also several varieties of schizophrenia and differences in the aftereffects. Surely the particular demands of the kind of teaching which one has in mind should be explored and presented AS SUCH, to the psychiatrist, before requesting a judgment of capacity or tolerance.

Another Wrong Question

Here is another type of wrong question: A counselor asks an industrial personnel man, "Is your firm taking on machinist apprentices?" The question seems to be innocent, but he gets a guarded and evasive answer, because the firm is, in fact, taking on apprentices, but only the sons and nephews of its foremen. Why embarrass a personnel man who has to struggle with that internal and eternal problem? Why not, instead, tell him that one's client, who is a good potential machinist, needs help in finding a spot to train—and what might the personnel man suggest?

Or imagine, if you will, the response of the hard-boiled head of a plumbers' union local who, after telling the inquiring counselor that there were no apprentice openings, was then asked what he thought about advising young men to get their training with non-union plumbers.

Again, how might one hope to get useful information as to the relative merits of institutional versus on-the-job training in dental mechanics, by confining the inquiry

to the proprietor of a dental mechanics school?

Any experienced counselor could add to this list of inept efforts, and some of the richest of them, viewed in retrospect, may well be his own. We all make such mistakes, and should learn from them. It would be regrettable, considering the seriousness of our responsibilities, if we should become discouraged and retreat into the narrower universe of our own fellow-counselors, the literature, or our own secret thoughts. Discussion with fellow-counselors is excellent unless it takes on the character of the blind leading the blind—the pooling of ignorance. Our colleagues may have some of the answers, but the counselor owes it to his client to go directly to the sources when he can.

Place of Literature

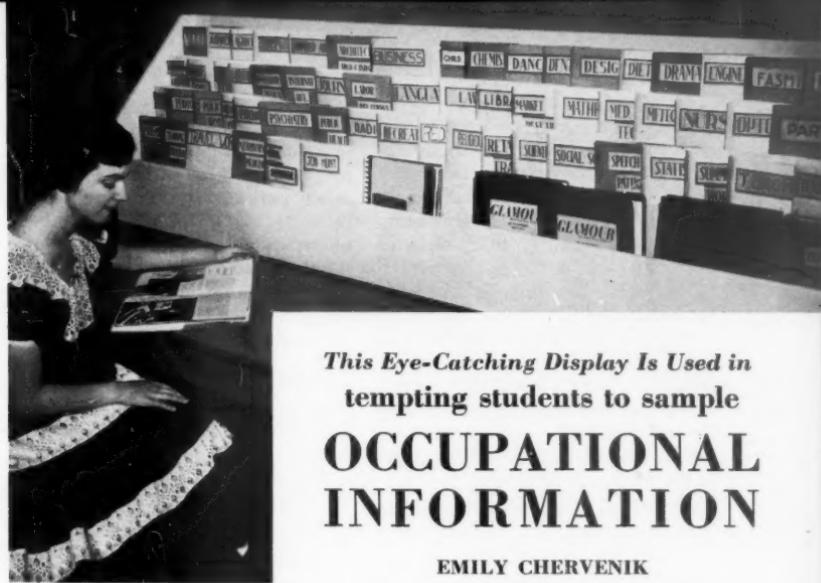
The literature is indispensable, but the most that we may reasonably expect from it is principles, methods, and more or less general information. It provides background for intelligent consultation, but it cannot take the place of consultation. Reading the literature of occupational analysis does not

make one an occupational analyst, but it can give one some of the understanding which one needs while consulting with an occupational analyst. Neither, thank providence, can reading psychiatric literature qualify one to become a psychiatrist, but a counselor cannot discuss a case intelligently with a psychiatrist unless he has a fair conception of personality dynamics, and some familiarity with the literature of psychopathology and psychotherapy.

People who are worth consulting must be given cogent reasons why they should give their help. The counselor's cogent reason is that someone's vocational future is at stake. Make this clear, and one will usually get a willing ear and an offer of assistance. But, as I have tried to indicate, it takes more than that. Prospective consultants can readily sense a counselor's grasp of the essentials of his profession. If he has a clear conception of his task, and has proceeded methodically, to build a structure of fact through controlled inquiry, those people at the other end of the line will accept him as a fellow-professional, and will treat him accordingly.

News from Group Methods Section

Are you interested in Group Methods of Presenting Occupational Information? Would you like to be a member of the new NVGA section that is to work on this topic? If so, please send your name, position, and address to the secretary of the section, Velma D. Hayden, at the School of Education, New York University, New York 3, N. Y. Tell Dr. Hayden what problem in this area you would like to work on, and what other problems you would like the section to consider.



*This Eye-Catching Display Is Used in
tempting students to sample*

OCCUPATIONAL INFORMATION

EMILY CHERVENIK

OCCUPATIONAL information comes in a variety of sizes and shapes. Assembling it into usable files presents one problem; making it available, another. Too often the material gets tucked away in steel file cabinets or in library boxes. Neither tempts the casual student to explore. And many students are casual vocational shoppers until placement time arrives.

In the office of the dean of women at the University of Wisconsin we believe we have solved both problems. We have taken filing folders and inserted U-File-M strips, which consist of glued tabs, available from U-File-M Binder Mfg. Co., Inc., Syracuse, N. Y. These strips permit tabbing in material of all sizes up to folder size. On the inside back of the folder we have stapled in a $4\frac{1}{2}$ by $4\frac{1}{2}$ piece to form a pocket. The pocket is used for bulkier pamphlets and small-sized books. The material is thus kept intact, pre-

venting loss when folders are in use. It is also possible to remove outdated information without upsetting the system.

To make the folders accessible and tempting to the casual passer-by, we designed a graduated book rack 90 inches long to fit on a table of like length. The rack has four shelves, 2 inches wide, to hold the folders. On the front of each folder in large letters is a title. The titles range from very general, such as "medical occupations" or "home economics," to the specific, such as "occupational therapy" or "foods." Titles should obviously fit the local situation.

Ours is a yellow rack on a green table. The titles are large and bold on a white and red background. The tempting array is sometimes referred to as the "smorgasbord of occupations." A student who thinks only in terms of conventional popular fields is astonished with the range of occupational fields one may prepare for, as well as with the range within a given field, such as the medical services.

EMILY CHERVENIK is Assistant Dean of Women, University of Wisconsin.

The folders may be used in the office or elsewhere in the building, or may be taken out for overnight or weekend use through a self-service arrangement. A circulation book for signature, title, date of borrowing and return is kept on the table. The counselor is available for assistance.

Anyone interested in building up this type of library can do so readily by being placed on a variety of mailing lists, such as that of The Occupational Outlook Service of the Bureau of Labor Statistics and of the Women's Bureau in the U. S. Department of Labor and by sub-

scribing to the job reprint service of *Glamour* and of *Mademoiselle* magazines. Many newspapers and other periodicals carry articles of interest. Gertrude Forrester's *Occupational Pamphlets, An Annotated Bibliography*, published by H. W. Wilson Co., provides a comprehensive list of sources of occupational information.

This system has been well tested for the past four years at the University of Wisconsin where it has solved our problems of assembling materials of varying sizes and of encouraging the use of occupational information.

We Saw It in the Popular Press

Harper's, August, 1952. "The Fence-Me-In-Laws" are described by a member of the Wisconsin Assembly, who is concerned about their restricting influence on occupational choice. The author urges further study of licensing laws and is responsible for inaugurating a study in Wisconsin of the 350 occupations now licensed there by 50 State examining boards.

Harper's, September, 1952. A follow-up in 1951 of the Yale Class of 1936 provides the grist for John Hersey's "Yale '36—Look At Them Now." Among the facts: Jobs held per man since graduation—3.12; median earnings last year—\$9,392.50.

The New Yorker, September 13, 1952. Amusing comments on the stenographic shortage, pp. 35-36.

Journal of Engineering Education, June, 1952. "Give students better counseling which is based on facts about jobs as well as individuals" is one of the four objectives which will help in building and utilizing technical teams, according to Erhardt C. Koerper, who discussed the importance of technicians in "Winning Teams." Pre-engineering tests are also discussed in the same issue, pp. 497, 512.

Saturday Review of Literature, October 4, 1952. The chief usher at the Shubert Theatre in New York City, where she has worked for nearly 40 years, is the subject of "Leading Lady" under "Broadway Postscript."

TESTING PROGRAM

for girls
at Stephens College

by DOROTHY M. POLLOCK

WHY TESTS ARE USED: Perhaps one wonders at first why a battery of tests is given all new students during orientation week at Stephens College, particularly when so much material concerning an entering student is given by the high school principal, school counselor, parents, and our admissions counselor before the student reaches the campus. On second thought, I am sure you realize that such previous data serve as a basis of *comparison* with the scores students make on our minimum battery of tests. When the data from our testing program are compared with the pre-entrance data, we immediately check to see:

- If the data are consistent. If so, we as counselors can be more sure in counseling with a student as to his chances of success in the different fields in which he claims interests.
- If the data are *not* consistent, we plan a program for further work in our testing laboratory on an individual basis.
- Test data are used primarily by

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the counselor for occupational, educational, and general counseling with students and advisers. Other uses are for: (1) In-service training program for advisers; (2) Case conferences; (3) The superior student program; (4) Sectioning purposes in several divisions of the college; (5) Divisional research projects of the college; (6) Cooperative research projects with other educational institutions.

Who is Tested, When & Where

Our minimum battery of tests is required and given to approximately 1,100 new students, all at one time. This is possible because we have a new assembly hall, which seats 3,000 persons and is wired for sound. It is attractive, well-lighted, and well-ventilated. Students are asked to sit in every other seat in order to allow space for a large lap-board especially designed to fit on the arms of each seat. Such a seating arrangement makes it possible for each student to be in a comfortable working position.

Perhaps at this point you are feeling this is cold, mass production, and an uncontrollable situation. True, it would be if we, as



counselors, disregarded the tremendous emotional adjustment people have to make when moving from home and community to a new way of life, or if we failed to realize that each student has a tremendous desire to succeed on the one hand and a fear of failure on the other. To cut down the feeling of mass testing to one of small group testing, we solicit the help of about 165 student officers. These student officers return early to campus for a training program. They are taught how best to prepare the new students psychologically for this testing program and are trained for their respective duties as section supervisors and chairmen.

The test administrator at the podium directs the whole situation over the public address system. When he calls for collection and distribution of the tests, it is a thrill to see the student officers go into action all over this assembly hall. Only three other counselors and the test administrator are on duty. At intermission the officers gather on the stage and sing college songs. Soon the new students are back in their seats singing with them. The positive effect on new students is one of relieving tension and fear.

What Tests Are Used

The minimum battery of tests administered to all new students is as follows: American Council Psychological Examination; Cooperative English Test C₂: Reading Comprehension; Kuder Preference Record; Personal Audit; Stephens College Listening Test; Stephens College Writing Test; General Aptitude Test Battery.

Schedule of the minimum battery of tests given during Orientation Week is as follows:

		<i>Monday p.m. September 15, 1952</i>
1:30-1:45		Announcements
1:45-2:50		American Council Psychological Examination
2:50-3:10		Intermission
3:10-4:00		Cooperative English Test C ₂ : Reading Comprehension
4:00-		Kuder Preference Record—Vocational
		<i>Tuesday a.m. September 16, 1952</i>
8:00-8:10		Announcements
8:10-9:50		General Aptitude Test Battery—Books I & II
9:50-10:00		Intermission
10:10-11:00		Personal Audit
		<i>Wednesday a.m. September 17, 1952</i>
8:00-8:10		Announcements
8:10-9:10		Listening (semi-timed)
9:10-9:30		Intermission
9:30-10:35		Writing (65 minutes untimed)

During this week three half days are set aside for the testing program. One can see that while the new students are taking tests the old students are free to see their advisers and plan their course schedules. During the other days the new students are free to see their advisers. Registration begins on the third day for the old students while the new students are finishing their third half-day of tests. Supplemental testing and re-testing continue throughout the year. Over one hundred standardized tests are available in our laboratory for the use of the counselor and student. Our testing laboratory is open eight hours a day, five days a week. A trained test administrator is in charge.

Who Interprets the Tests

The counselors of the counseling service interpret the tests for a student or her adviser. During the conferences the counselor helps the

student or adviser make a pattern study of the sub-test scores. A copy of the *Summary of Test Data* is made for the student or adviser.

The personnel of the counseling service is made up of six trained counselors who have met the standards or hold professional membership in NVGA. Two have their doctorate in the field of counseling, one of whom is a clinical psychologist; two others are doctoral candidates.

Research in Progress

A group of two-year terminal programs at Stephens College has been developed. These programs have both academic and personal requirements. The test results are used in counseling with girls planning to enter these programs. Recently pattern studies have been initiated, both with the *Kuder Preference Record-Vocational* and the *General Aptitude Test Battery*. More specifically, we have studied the interests of successful students in these programs of specialization through interviews and the use of

the results of the *Kuder Preference Record-Vocational*. Patterns of interest are beginning to show up so that we are able to code them according to a system devised by Robert Callis, University of Missouri Counseling Bureau.

We are also studying the results of the aptitude scores on the *General Aptitude Test Battery* for students who were admitted to these terminal programs. We are beginning to identify aptitude patterns successful students seem to possess.

Our next and most difficult task is to study patterns of personality students seem to need for success in each of these programs.

Soon we hope to reach a point at which we feel we have enough data to share our findings with you. Constantly we are in search of aptitudes and abilities within human beings other than the traditional academic skills. All of us in the field of personnel and guidance should become actively engaged in the study of the so-called different types of intelligences.

News about Young Workers

A National Policy on Employment of School-Age Youth has been issued by the Defense Manpower Administration. The recommendations were drawn up by the Bureau of Labor Standards' Advisory Committee on Young Workers with suggestions from the Office of Defense Mobilization Committee on Manpower Policy. Copies of the policy statement, which those who are placing young people in full-time or part-time work will find especially helpful, may be obtained from the U. S. Department of Labor, Bureau of Labor Standards, Washington 25, D. C.

A technical committee on the supervision of young workers, appointed at the suggestion of the Advisory Committee on Young Workers met in Washington September 29-October 1 to discuss the development of good on-the-job supervision of adolescent workers.

students in natural sciences, engineering, medicine & arts want to watch

the big FELLOWSHIP programs

says S. NORMAN FEINGOLD

FELLOWSHIPS IN the main are offered for study in a specific discipline or disciplines. At the present time fellowship opportunities appear to be more numerous in the natural sciences, engineering, medicine, and the arts. An increasing interest in fellowship opportunities for medical students is becoming apparent. A new trend is evident in fellowships to provide study for teachers on leave from their positions.

For study in the academic year, 1952-1953, the National Science Foundation has awarded 624 graduate fellowships in the natural sciences, chosen from 3,000 applications. Predoctoral applicants were required to take the fellowship examinations administered by the Educational Testing Service, Princeton, New Jersey, for scientific aptitude and achievement. Results of the examination and recommendations were scrutinized by a panel of outstanding scientists in the respective fields of the candidates. Postdoctoral applicants were not required to take examinations, but their records and recommendations were similarly screened by a panel of experts.

Fellowships were awarded in agriculture (7), anthropology (3),

astronomy (6), biological sciences (158), chemistry (140), earth sciences (36), engineering (75), mathematics (62), and physics (137). Announcement of the fellowships to be awarded for the 1953-1954 academic year indicates that again approximately 600 fellowships in the natural sciences will be available. Application forms may be obtained from the Fellowship Office, National Research Council, Washington, D. C., which will do the preliminary screening.

The amount of the award varies with the academic status of the recipient from a basic stipend of \$1,400 for first year doctoral students to \$3,000 for postdoctoral fellows. Second year and advanced predoctoral and postdoctoral students receive additional allowances for wives and children. Limited travel expenses are permitted. Initial appointments are for one year. Reappointment may be made upon application if warranted by the progress and accomplishments of the fellow.

Another type of fellowship program is that supported by industry for advanced study and research at colleges and universities. The selection of recipients is left in the hands of the schools. Du Pont, for example, offers one of these plans. For 1952-1953 the company has authorized 75 postgraduate fellowships at 47 universities distributed as follows: 45 in chemistry, 15 in

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chemical engineering, five in mechanical engineering, four in physics, three in metallurgy, two in biochemistry, and one in biology. The stipends for single fellows will be \$1,400 and for married fellows \$2,100. In addition Du Pont will pay their tuition. The universities select the fellows who in turn must be approved by Du Pont's committee on fellowships and grants.

Some philanthropic and educational foundations offer fellowship aid. Undergraduate medical students attending approved medical schools are eligible for assistance from the Joseph Collins Foundation of New York City. Funds are awarded primarily to defray tuition costs and range from about \$200 to \$800. The only absolute requirement is that the recipient be in financial need. Scholastic standing is, of course, taken into consideration. The trustees of the Foundation rely very heavily upon the recommendations of the medical school authorities. For 1952-1953 approximately 125 grants are to be awarded.

Arts and Humanities

Up to this point the fellowship programs described have been in the scientific fields. The arts and humanities have not been forgotten. One of two major programs of the John Hay Whitney Foundation is the "opportunity fellowships." In 1952, \$100,000 was awarded to 50 outstanding men and women of various minority groups. Recipients may choose their own vocational goals or engage in any creative work. They need not necessarily be graduate students. Fellowship stipends range from \$1,000 to \$3,000. They are awarded each year to American citizens of exceptional promise who because of arbitrary barriers, such as race, cul-

tural background, or region of residence, have not had the fullest opportunity to develop their abilities.

The importance of the humanities and of the role of teachers is currently receiving recognition through several large programs. The Fund for the Advancement of Education of the Ford Foundation has established fellowships to enable 400 public high school teachers to devote an academic year away from classroom activities. The amount of the stipend will generally be equivalent to their teaching salary (but not less than \$3,000!) plus a reasonable allotment for necessary travel and tuition expenses. The selection of recipients is made locally through a committee appointed by the school superintendent in each of the 400 communities invited to participate.

The Fund for the Advancement of Education also awards 250 faculty fellowships, to give undergraduate college faculty members or teachers who have been teaching steadily for several years an opportunity to spend a year away from their own campus. Fellowships are available in the humanities, social sciences, and natural sciences. Each candidate must be nominated by his college, which must agree to continue him in his teaching post the following year.

The second large project of the John Hay Whitney Foundation of New York City is the John Hay fellowships, which are given to public high school teachers for attendance at Columbia and Yale Universities. Stipends average \$5,500 each to cover tuition, transportation, and reimbursement for salary not received while on leave without pay. Recipients are chosen from "pilot" regions.

Vocational Counseling with the **PARAPLEGIC**

by MILDRED L. BLOOM

DURING RECENT years, professional personnel in the field of rehabilitation have considered the team approach a vital requisite

in the rehabilitation of all seriously disabled individuals. Since by definition "rehabilitation is the restoration of the handicapped to the

*she sews no simple seam when her pattern is a design
for rehabilitation . . .*



fullest physical, mental, social, and economic usefulness of which they are capable," each member of the team (physician, psychiatrist, physical therapist, occupational therapist, nurse, social worker, recreational worker, teacher, clinical and vocational psychologist) works with the paraplegic, in his special capacity, to achieve a common goal.

For his physical rehabilitation, the paraplegic, debilitated by many months of inactivity and hospitalization, must be taught to care for his daily needs again. Barring setbacks due to infection, fracture, or ulceration, this training requires from three to six months of intensive, daily application.

The vocational rehabilitation of the paraplegic is a program of many facets to which each member of the team makes a specific contribution. A general medical examination evaluates the individual's physical condition.

A social history reveals the goals, attitudes, and drives, the past and present interpersonal relations of the individual and his family, the housing and financial situations.

A psychological-vocational evaluation determines the intellectual functioning, personality structure, interest, special aptitudes and abilities of the individual, as well as detailed education and work histories.

Special neurological, orthopedic, surgical, and psychiatric examinations are made when indicated.

The emotional reaction of the seriously disabled to their disability is one of the most significant factors in the success or failure of their rehabilitation. The premorbid personality of the individual is the

most important component in the understanding of the individual's reaction. No one factor can be considered as the indicator, since a qualitative evaluation of each individual is the proper approach, the disability meaning something different to each individual. Depression is the general reaction of most individuals when they begin to realize the severity of their injury. They are interested only in things of the outside world insofar as it concerns their suffering. Then as they begin to accept the disability, they may either mobilize those defenses which will assist them in their rehabilitation or they may reject treatment and believe that it is only a matter of time until they are "cured."

This disability creates many anxieties and fears: fears of falling, of recurrent ulcers, of soiling of fractures; anxieties about being looked at, about being unattractive, about being different, about being emasculated, and about being dependent upon others.

Reaction to disability of most paraplegics, exclusive of those with psychotic symptoms, falls into one of three categories after the initial period of depression. The period of depression varies with the individual, although it generally takes about a year for the individual to mobilize the defenses which will help him in his rehabilitation.

● **Adequate reaction:** These individuals have good insight into their situation. They adjust to the disability and its limitations and can accept guidance.

With this group, counseling can start, together with their physical program, through exploration of their past work skills, education, potential abilities, and resources in

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their community. The rehabilitation process may be accelerated if prevocation exploration in the occupational therapy shops is included in the paraplegic's daily program. This group can be helped to sublimate their drives into productive work and to compensate for their physical inferiorities through the recognition and reward they gain in work and social activities they have the ability to compete in successfully.

- **Dependency reaction:** These individuals generally give a history of marked dependency in their interpersonal relations.

With this group, simultaneous treatment by the vocational psychologist and the social caseworker, sometimes under psychiatric supervision, may be necessary. This group needs skillful handling by all members of the team, since the physical disability does require some assistance from others and can create a greater psychic dependency in these individuals. They must be helped to make the best possible personal and vocational adjustments within their limitations.

In this group are some individuals who use pain as an excuse for drugs and as another link in their dependency needs. Because of pain, they are not able to think about work. It is very difficult to evaluate pain, but certainly it must be recognized that withdrawal of drugs is mandatory before any vocation planning can begin. These individuals should be made aware that facilities exist for help with this problem and should be referred for medical and psychiatric treatment.

- **Psychopathic reaction:** These in-

dividuals reveal a history of difficulty in relating to people; they generally reveal poor school and work records. Their major drive is in self-gratification at the expense of others. They are pleasant and cooperative in the initial counseling contacts but their lack of motivation reveals itself as they near their vocational goal. Manifestations of their resistance are: breaking "appointments," concentrating on their physical program to the exclusion of other activities or slowing down as they are ready for discharge.

The last two groups present a real challenge to every team member and illustrate the manner in which emotional difficulties impede vocational rehabilitation. However, a vocational plan can be made which will minimize or will not aggravate the psychological problems, if the rehabilitation goals are consistent with the individual's psychological and physical abilities. For many of these individuals the only possible therapeutic techniques which the psychologist can employ are the manipulation of the individual's environment and the maintenance of a supportive, continuous relationship until the paraplegic is helped to independence and self-reliance again within his limitations.

Road to Rehabilitation

We have evolved several general concepts basic to the successful vocational rehabilitation of the paraplegic:

- It is essential that vocational counseling be considered a continuous, dynamic, everchanging process of growth rather than a one-time procedure.
- The team approach is vital to the rehabilitation process.

- The individual must be treated as a total person and a thorough evaluation of physical, social, psychological, and vocational factors must be made before counseling is initiated.
- The emotional reactions to the disability must be understood and considered in the total rehabilitation picture.
- The attitudes and reactions of the family must be recognized as a strong influence in the individual's prognosis.
- The individual and his goals must be continuously reevaluated because of the everchanging factors present in his life situations.
- The individual must always be accepted on his own level and goals not consistent with his physical and mental abilities must be discouraged.

Successful Counseling of The Aging

The factors involved in successful counseling of the aging were discussed at the recent meetings of the International Gerontological Society in Washington, D. C. In a panel composed of social worker, sociologist, psychologist, psychiatrist, geriatrician, and vocational counselor there was general agreement that successful counseling of the older person involves a basic understanding of the involutionary processes of aging and the adjustments which older persons must make to the "insults" imposed by the body itself as well as by economic, sociological, and emotional changes.

Empathy, patience, the ability to listen, and to see through the superficial "defenses" put up by older persons as they verbalize their problems were commonly agreed upon as traits desirable in the counselor of older persons. The value of teamwork in diagnosis through geriatric clinics was also explored, but it was pointed out that counseling itself cannot come from multiple disciplines. Thus, the results of teamwork must be translated into a plan or approach to be handled by one member of the team.

The group also felt that the psychology of counseling is all too frequently the psychology of youth and the goals of counseling the goals of youth. This led to the plea for more extensive study and greater understanding of the psychology of aging. Some members of the panel also felt that many older people should be enlisted and trained to provide counseling services to older persons.

Those participating under the discussion leadership of Ollie A. Randall were: Sheldon Korchin, Clinical Psychologist; Ethel Shanas, Sociologist; Jack Weinberg, Psychiatrist; Edward J. Stieglitz, Geriatrician; Flora Fox, Social Worker, and Charles E. Odell, Vocational Counselor.

Dr. Havighurst of the University of Chicago made an excellent summary of the discussion with timely assistance from Dr. Pressey of Ohio State University.

TEACHING SOURCES OF OCCUPATIONAL INFORMATION

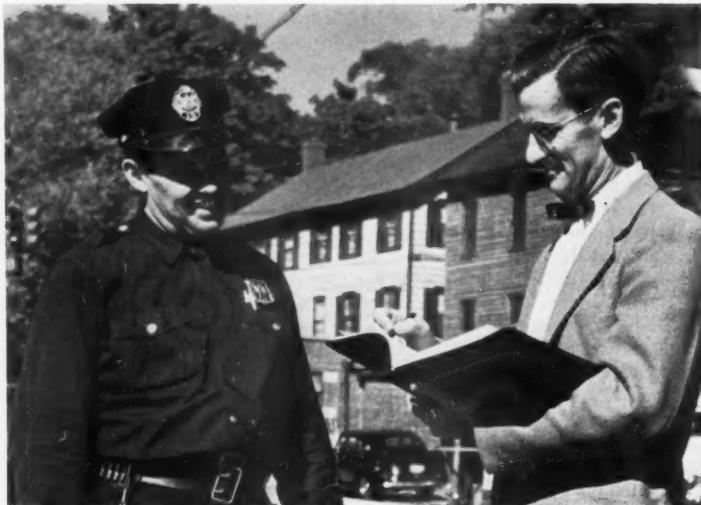
by ROBERT HOPPOCK

FOR THE PAST four years we have been experimenting at New York University with what we think is a new technique of making students familiar with sources of occupational information. By the third summer it was working well enough to provoke favorable student comment. In a department in which students rate each course each term, the course in which this technique was used was rated 93

in the summer of 1951. The median rating of more than 400 courses taught in the same department since 1947 is 74. The method is one which might be used in any series of group sessions on sources, whether in counselor training, in a college or high school course in occupations, or in a social agency.

Preliminary preparation involves the construction and mimeograph-

"Now tell me all about yourself . . ." suggests this New York dean of boys as he interviews a worker in order to collect information about his occupation.



ing of a number of individual assignments, for example, (1) "Go to the library of the Federation Employment Service, 67 West 47 Street. Ask the librarian to show you where and how to look for the answer, in this library," (2) "Find three persons employed in this occupation. Ask them." Each such assignment takes the student to one source of occupational information with which he should be familiar.

At the first session of the class, the method is explained, and the students are invited to submit questions about occupations. We get all kinds, from "Where can one learn to be a tombstone cutter?" to "What do Good Humor salesmen do in the winter?" The instructor selects a variety of questions that will cover most of the important aspects of occupational information, such as duties, preparation, earnings, hours, and employment prospects.

One question is assigned to the entire group as a cooperative research project. Everyone works on the same question. Each source assignment is given to a different person, so that no two persons cover the same source. Thus twenty students cover twenty different sources, all students seeking the answer to the same question.

At the next meeting of the group, results are pooled, compared, and discussed to make the students more aware of the possibilities and the limitations of each source. Discussion methods used include the following:

1. The instructor asks "What have you learned about sources of occupational information from this assignment?" The students respond orally; the instructor comments.
2. The instructor asks, "Who got

an answer to the question?" The students again respond orally and the instructor comments as required, helping the students to evaluate conflicting evidence and the sources from which it comes.

3. Written reports on the assignment are circulated around the class so that everyone, including the instructor, may read them. After all have been read, the students are invited to raise questions and the instructor comments as he thinks desirable.
4. Buzz groups select the best answer found by anyone in their group. These answers are presented to the total group and discussed as in (2).

For the next class session another question is assigned and the source assignments are rotated, so that each person goes to a source different from the one he covered earlier. Thus each person visits a different source between each two class sessions, until all the students have covered all the sources.

This method functions most conveniently when the number of students, and of sources, and of class sessions are equal. If the number of students exceeds the number of sources, some students must work in teams of two and three. If the number of sources exceeds the number of students, some sources must be omitted, or some students must cover more than one source on one assignment. These adjustments do not prevent effective use of the method; they do require a little more careful planning by the instructor.

A typical lesson plan as used by the author is very simple. The following is the one used the day before this article was written.

Lesson Plan #2

Course #260.4

Take to class: Roll book, announcements, students' papers to be returned to them.

Class procedure:

Distribute papers.

Make announcements.

Make assignments for the next time:

Question #2—"What jobs are there for a girl in the hotel business and now does she get started?" Each person takes the mimeographed assignment which has the next higher number than the one he covered for today. Whoever had #20 today, take #1 tomorrow.

Compare results: What did you learn about sources from today's assignment? Class discuss. Instructor comment. Instructor suggest notes to be taken under heading "Things learned about sources." Each person record only those things he wants to remem-

ber for future reference.

Evaluation: Class vote on "From today's class session how many have learned something worth the time you spent in class?" Each person write one sentence of comment on today's class on the back of his report.

Collect written reports.

Dismiss class.

This method of teaching has worked best in summer sessions, when the students are free to visit sources during business hours. It has not worked well during the academic year with part-time students who have full-time jobs and can do their assigned work only in the evening.

A copy of the assignments used in this course will be mailed to any interested reader who will ask the author for "Mimeographed assignments to sources of occupational information."

If We've Got Zip . . .

. . . it's because — among other reasons—we've got pictures. We've got pictures in this issue showing: a conference between the chief of the A. & G. section and a medical consultant at the District of Columbia regional V.A. office . . . the way they tempt the gals into serious thinking on their vocational futures at the University of Wisconsin . . . some of the individual testing and counseling that goes on throughout the year at Stephens College . . . a worker making light of her handicap . . . Dick Hoffman, Rye High School dean, making out a ticket for a cop . . . William F. Patterson (second from left) talking it over with management and labor at the Brown & Biglow plant in St. Paul . . . Some gentlemen around a machine, being these bright lights of the Los Angeles City Schools—John Allan Smith, Supervisor of Vocational Guidance; Howard A. Bowman, Supervisor of Test Construction; H. R. Wilson, Supervisor of Tabulating Machines Service, and Alfred S. Lewerenz, Head Supervisor of Evaluation.



SUPPLY & DEMAND PHYSICIANS

Frank G. Dickinson

THE MEDICAL profession today is growing. As the members of society live longer useful lives, so is the life of the average physician extended. And there are more medical school graduates each year.

Approximately 160,000 physicians are in active practice. Is there a shortage of physicians?

Maternal mortality and infant mortality are at an all-time low, ranking us with the healthiest nations of the world. Life expectancy at birth has risen to an all-time high, having risen 4.9 years between 1940 and 1949, (62.9 to 67.6), the years in which the talk of a physician shortage arose. In fact, the increase occurred despite the fact that during 1942-1945 40 per cent of the supply of physicians was in military service, leaving 60 per cent at home to take care of 90 per cent of the population.

For the long pull, one can ask if the supply of persons preserved by medical progress to pension age is insufficient. Medical care never seems adequate to the family of a dying person!

The technological improvements in the field of medicine have increased the number of patients one physician can serve, even while the

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number of physicians per 100,000 persons has been rising. The Bureau of Medical Economic Research estimates that the quantity of medical service per capita has increased one-third to one-half since 1939, after allowance for changes in price levels, and the individual physician's output may have risen as much as 60 per cent. The rate at which these technological changes will occur in the future (an unpredictable factor) will partially determine the demand for physicians. It is likely that there will be shifts in the composition of the demand for particular specialties. We may need more or fewer surgeons, pediatricians, etc., depending on the developments of science and population yet to come. The mastoidectomy is almost a thing of the past and geriatrics is just now developing.

The increase in the number of auxiliary medical personnel also affects the demand and supply of physicians. As nurses, X-ray technicians, and laboratory technicians increase in number and in the jobs they can perform, the physicians are relieved of some duties and the number of people they can serve is correspondingly increased.

While no overall shortage of physicians exists today there is some possible maldistribution. In 1949 the number of physicians for every 100,000 people ranged from 293.3 in the District of Columbia to 68.7 in Mississippi. Yet the statement that the District of Columbia has too many physicians or Mississippi too few does not stand on this basis. It is also necessary to know how many outsiders seek medical care in the area and how many go elsewhere, from Mississippi to New Orleans, for example.

The number of physicians should

also be related to the number of lawyers, dentists, plumbers, mechanics, etc., to determine whether the physician population is proportionate to the area's ability to support the service, an economic problem in supply and demand. The physician's occupation, one of service, is still the manner in which he earns his living.

Distribution of Incomes

Perhaps a guide to maldistribution of physicians can be found in the distribution of physicians' incomes. Those in cities of 250,000 to 499,999 had the largest average incomes in 1949, those in communities of less than 1,000 the lowest. For every classification of physicians average income was relatively low in the cities over 500,000. (These data are uncorrected for age, cost of living in large cities, etc.) Perhaps the large cities have an oversupply of physicians. For the rural community is there a physician shortage if some towns of 100 people have no physician, no plumber, no lawyer, or dentist?

Medical schools today are enlarging freshman classes as fast as they have the facilities and faculty. Faster expansion would be possible only at the expense of the quality of training. The number of graduates annually in the United States is expected to increase from the 5,100 in 1949 to over 7,000 by 1960 (up 37 per cent). In the same period population is expected to increase in the neighborhood of 20 per cent.

Some students who desire to enter medical school are unable to do so. Is there a shortage of physicians as long as some qualified students are excluded, or does our society also need engineers, physicists?

"The prime object of the medical

profession is to render service to humanity; reward or financial gain is a subordinate consideration." Thus begins *The Principles of Medical Ethics*. The physician lives a life dedicated to a demanding profession. The financial rewards may be large or small; but the satisfactions for the person who loves the job are great. The demands on his time are unending and the training required demands both mental and physical stamina and determination of the individual.

Expensive Training

The training is expensive. The young physician starting his practice will have an investment in time and money of well over \$35,000. This must be amortized over the working lifetime of the physician, a working lifetime shortened by the investment of seven to nine, even 12 years spent in training.

After completion of this training, income will gradually rise as practice grows, but it will probably be smallest when the physician's needs are greatest; and, for the few who earn large fees, there are the many earning much less. In 1949, the average physicians' income was \$11,058, but half earned \$8,835 or less annually. The percentage increase above 1929 was the same for physicians and their patients—all earners in the population. This fact suggests equilibrium on the supply side.

Interest in people and their welfare is basic for the physician. If he enters the profession because he wishes a large income, he might better devote his time and money invested in training to another occupation, for he may be simply defeating the purposes of the medical profession from the start, with disappointing results from his per-

sonal point of view. The practice of medicine is a respected and responsible profession.

The student considering the medical profession should recognize its obligations and its privileges before embarking on the ar-

duous work that each candidate must perform.

Note: "Comments on Physicians: Supply and Demand" by other authorities will be published in the spring issue of *The Vocational Guidance Quarterly*.

News from Veterans Administration

On October 6, 1952, the Advisement and Guidance Service, VR&E, of the Veterans Administration announced to its field offices the establishment of a new counselor position. Minimum qualifications are two years of graduate study in counseling and psychology and two years of specified experience. Appointments to counseling staff positions throughout the country will be made on the basis of the new standards. As indicated in the first issue of the *Quarterly*, the Advisement and Guidance Service is responsible for counseling of veterans under new legislation. The Service expects that the anticipated stable discharge rate from the armed services will be reflected in greater stability in terms of work load and staff. Pending the publication of the examination announcement by the Federal Civil Service Commission, inquiries may be directed to the Director, Advisement and Guidance Service for VR&E, Veterans Administration, Washington 25, D. C.

A new class of staff positions to be known as "Counseling Psychologist (Vocational)" has been recently established in VA hospitals. The U. S. Civil Service Commission shortly will announce detailed educational and experience requirements. The new positions will require the doctorate with major emphasis in psychology. Plans are under way to establish a training program parallel to that already in effect in the clinical psychology program of VA.

According to Vice Admiral J. T. Boone (Retired), Chief Medical Director of VA, the new program is being initiated because "the medical job is not really complete until the veteran has been restored to a life as socially productive and personally satisfying as possible." Moreover, it has become increasingly clear that vocational problems and conflicts are, in many cases, inextricably interwoven with illness. The various aspects of the total vocational adjustment problem of hospital patients has been under study for the past two years. Inquiries about the program may be directed to Robert S. Waldrop, Chief, Vocational Counseling, Professional Service, Department of Medicine and Surgery, Veterans Administration, Washington 25, D. C.

The Facts Behind APPRENTICESHIPS

Q: *Is there a strong demand for additional journeymen in apprenticeable trades at the present time?*

A: Yes, there is. In fact, there is a severe shortage of competent journeymen in most of the apprenticeable trades.

Q: *In what trades is the shortage particularly acute?*

A: There is an especially strong demand for additional tool and die makers, aircraft mechanics, patternmakers, machinists, and molders and coremakers.

Q: *Is this shortage nationwide or is it limited to certain localities?*

A: Although demands for skilled craftsmen are especially strong in areas having large defense contracts, the shortage is also nationwide.

Q: *Are these shortages related to defense mobilization, or are they likely to prevail even with a cut-back in defense production?*

A: There would still be a shortage of apprentice-trained journeymen in many of the apprenticeable trades even if there were a drastic curtailment of the defense program. Although there has been a great growth in apprenticeship during the past few years, we are still

An interview with William E. Patterson, Director of the Bureau of Apprenticeship, U. S. Department of Labor



not training enough apprentices to replace journeymen who are lost through deaths and retirement.

Q: *Do most firms employing journeymen train apprentices?*

A: Regrettably, there are still a great many establishments that have not organized an apprentice program. Some of these firms are not concerned about their future need for craftsmen or think they can obtain personnel from other establishments. The Bureau is trying to convince such firms that it is to their long-run advantage to establish training programs designed to meet both current and future needs for skilled craftsmen.

Q: *Has Selective Service had a very strong impact upon apprentice training programs?*

A: Yes: Quite a few apprentices have been inducted before completing their training. However, local draft boards have recently been authorized to defer apprentices who have completed at least 1,000 hours of apprenticeship (half year) in an occupation on the critical list or 2,000 hours (one year) in other occupations important to the national welfare. To qualify for deferment it is also necessary that the apprentice program itself meet certain standards and have been in operation for at least one year.

Q: *Will the new GI Bill assist veterans employed as apprentices?*

A: Yes, the new law provides for the payment of a subsistence allowance to supplement the veteran's earnings on the job. The amount of these subsistence payments is gradually reduced as the veteran progresses in his apprenticeship and as his wages on the job increase.

Q: *To what extent are non-veterans eligible for apprenticeship opportunities?*

A: Although preference is usually given to veterans, non-veterans are welcome. In most areas the need for apprentice-trained journeymen is so great that all interested persons should be encouraged to apply.

Q: *To what extent is family relationship or other "connection" or "pull" a factor in a young man being accepted as an apprentice?*

A: Personal influence is a useful factor in obtaining employment in almost every field of work. Some families have followed the same trade for several generations. This practice has certain advantages because the sons of craftsmen tend to have an accurate picture of the earnings, working conditions, and social standing connected with a trade. They are less likely to become dissatisfied than persons who have little previous contact with the trade. However, in selecting apprentices more attention is usually paid to an applicant's qualifications than to his family connections. Aptitude test scores and other objective criteria are playing an increasingly important role in the selection of apprentices.

Q: *To what extent is it possible for a young man to obtain employment in a skilled trade as a result of completion of training in a vocational high school as distinguished from regular apprenticeship training?*

A: Vocational school training is of value to any young man seeking to enter a trade through apprenticeship. It provides him with guidance and information about the trade. It also gives him in some

measure experience with the tools of his trade. Vocational school graduates, on the basis of an objective examination, usually receive credit toward the term of apprenticeship. On the other hand, vocational school training cannot be considered as a substitute for training on the job in a practical situation. A high school training or its equivalent is ordinarily a requisite for acceptance as an apprentice. It should be added that apprentice training includes a minimum of four hours per week of related technical instruction, which usually takes place in a vocational school.

Q: *To what extent is it possible for young men to advance to a skilled trade as a result of experience as a helper in the same trade?*

A: The term helper usually means an employee who has no assurance of receiving the training necessary to qualify as a journeyman. When there is a shortage of competent journeymen, however, some helpers are advanced to journeyman status. On the other hand, the apprentice learns the trade within a specified period of

time. Moreover, the apprentice's work assignments follow a pattern designed to give him experience in all aspects of the trade.

Q: *Roughly what proportions of skilled tradesmen are being trained through formal apprenticeship, helper or informal on-the-job training, and vocational school training?*

A: Most workers enter the skilled trades without serving formal apprenticeships. However, an increasing proportion is now receiving sound training. Of course the situation varies considerably depending on traditions that prevail in different trades. A recent study of the tool-and-die trades, for example, indicates that over two-thirds of the journeymen had served a formal apprenticeship, about one-fourth had informal on-the-job training, and very few reported that they had received only vocational training. Moreover, it appears that persons who enter the trade through apprenticeship have steadier employment and better opportunities for advancement.

News From the Chairman, Veterans Section

All who are concerned with the adjustment problems of veterans are invited to participate in the activity of the NVGA special interest section on veterans. The section is planning two program sessions for the Chicago convention, as well as a business meeting. Tentative plans for the two sessions include a review of what's going on in this area in the colleges, universities, private agencies, and the government. Also under consideration is a work-session aimed at promoting coordination of research with respect to counseling of veterans. Those interested should drop a line to Joseph Samler, chairman of the section, at the Veterans Administration, Washington 25, D. C.

Developing LOCAL Occupational Information

by JOHN ALLAN SMITH

WE ARE NOT at all sure that our experience in the Los Angeles City Schools is typical! But if we may judge from the continuity and frequency of release of occupational information by school districts which have attempted such, perhaps we are not too far removed from the average practice.

Much of our data takes the form of statistical facts or information, and usually are presented alphabetically by occupation or industry. However, because the material is so extensive, there is need to subsume it by occupational ability level, vocational interest field, curricular offerings, or other digestible or assimilable form. This is a major problem yet to be solved to our satisfaction. A description and appraisal of some of our significant quantitative or factual efforts follows:

Percentage of Workers by Occupation—This is a basic list prepared about 1940. It represented a sampling of 10,000 occupations accompanying the names listed in the *Los Angeles City Directory*. From this tabulation percentages also were developed for the Lewerenz classification of vocational interest

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Machine sorting of occupational data is a necessary step to the analysis of employment trends...

fields (used in the Lee-Thorpe and Brainard inventories). The later published 1940 census data indicated a rather close agreement in percentages. Inasmuch as printing of the *City Directory* has been discontinued, we must await 1950 census data.

Employment Trends in the Major Occupations in Los Angeles—This is a relisting of the above-mentioned 1940 list of occupations with estimates of the 1947 labor supply and future employee needs. The estimates were obtained by sending postal cards to selected companies, unions, employment agencies, colleges, apprentice coordinators, and school supervisors. It was relatively easy to obtain and proved extremely popular with students, who enjoyed combing the titles and employment data. It will be redone when the 1950 census data are available.

Work-Experience Occupations—This publication, 1948, is a two-way listing of occupations actually held by 4,000 Los Angeles City

high school students employed on the work-experience program. The first section is an alphabetical listing and the second a grouping by the Lewerenz vocational interest fields and areas. The local title, the DOT title, and code are reported for each job. The publication is out of print but served the realistic purpose of bringing our sights down to the level of what jobs high school pupils and recent graduates actually obtain. We should rework the list to obtain frequencies and percentages for the various occupations and industries.

Follow-up Studies—Though follow-up and drop-out studies are primarily focused upon the students, such studies do indirectly yield quantitative data about occupations.

A major follow-up study of 1,820 graduates from nine high schools of the city was projected in 1948. From this study were learned the percentages of occupations entered by the graduates according to industry and DOT classification; also, the relative proportions in the vocational interest fields and areas in comparison with the percentages for the total local labor force.

Before graduation the students were asked to fill in selected portions of a questionnaire and to address envelopes to themselves. These were held for six months and then mailed. Postal cards, student acquaintances, telephone calls, home calls, and attendance supervisors all were used in tracking down the nonrespondents. With the aid of a graduate student who used portions of the data for a doctoral dissertation, virtually a 100 per cent coverage was accounted for. It is our hope in 1953 to make a fifth-year follow-up of these graduates and to commence a similar study of 1953 high school graduates.

Salary Trends—While this office has no direct association with the conduct of the annual "Wage and Salary Survey in Los Angeles County," the Board of Education, through its Personnel Commission, is one of the four joint sponsors, and the data are available for school use. Fifty-three "bench mark" occupations found in both government and private industry in significant numbers are canvassed for job descriptions, number of firms, number of employees, and range and frequency of salary rates. The survey takes four to six weeks, and covers almost 800 concerns representing approximately 400,000 employees in the metropolitan area. It requires about 50 field representatives from the participating agencies and involves actual desk audits with the personnel directors of the companies surveyed. A summary of the findings is available in printed form. This study is supplemented by special or re-surveys and spot checks by our own Personnel Commission as needs arise. This year, also, the Federal Bureau of Labor Statistics, in cooperation with the school district and the State Personnel Board, canvassed an additional 250 concerns for the above and other jobs.

Census Data—Considerable quantitative data are available from the Census Bureau, though some of the labor force tables are based on abridged lists of occupations and others on extended listings. We already have taken steps to make IBM sortings and comparisons for Los Angeles City and County and California data.

The Census Bureau has sent us copies of their IBM cards, and we are selecting those for which we want duplicate punchings. We shall make the sortings on our own machine.

The Haynes Foundation of Los Angeles makes other analyses of census data, and our Chamber of Commerce is planning a census tract analysis. These reports usually are available to the schools.

Theses and Dissertations—A source of exceptionally useful occupational information can be masters' theses and doctoral dissertations. Whenever the study is likely to yield data of value to the schools, the Board of Education has been willing to lend assistance, if requested. Such studies, though subject to becoming out-dated, usually are more penetrating than the type which this office itself usually undertakes. We have on file or within ready access theses on music occupations, banking careers for men, teaching and professional attitudes, guidance of the mentally retarded, high-intelligence drop-outs, follow-ups of high school graduates, and graduates who majored in art. Undoubtedly there are other similar research studies extant which have not come to our attention.

Work-Permits Issued—This is a source of information we have not exploited but one which might yield

valuable information about "junior wage earners." From such information we might learn the jobs and industries open to 16- and 17-year-old boys and girls, certain trends in layoffs and hires, and, indirectly, the economic situation by a comparison of year-to-year trends in the number seeking work permits.

Other Potential Sources of Data—Our cumulative records contain items concerning occupations of parents. If we were to make tallies of these occupations and sort for students transferring, dropping-out, and for new in-migrants, we could obtain, indirectly, a picture of selected occupational developments. There are certain hazards, though, in such procedure, particularly in that students don't accurately report the occupations of their parents.

No total community survey is contemplated, since there would be in our city at least two million persons to be accounted for, and the time and cost would be prohibitive. Actually, few communities attempt a second community survey, valuable as they are.

New Occupational Outlook Bulletins

Employment Outlook in Electronics Manufacturing is the latest occupational outlook bulletin of the Bureau of Labor Statistics to be placed on sale by the Superintendent of Documents. It's Bulletin 1072, and costs \$.25.

Two new bulletins have been issued in the Women's Bureau Outlook for Women series: *The Outlook for Women in Physical Therapy*, a revision of a 1944 bulletin of the same title, and *The Outlook for Women as Food-Service Managers and Supervisors*, the second bulletin in the home economics series. They are on sale at \$.20 each from the Superintendent of Documents.

CAREER CONFERENCE

for rural county seniors

JAMES P. HILL

TO DISSEMINATE first-hand occupational information to seniors in small rural high schools is a major task especially when classes in five separate high schools range from 10 to 43 members. The guidance committee for the county school system when it met in September to plan its year's activities, decided to hold a consolidated career conference in March for all seniors in the county at a school large enough to accommodate the group adequately.

Each school sent representatives, at least one senior and the guidance counselor, to work with the county supervisor of pupil personnel in making plans for the career day. This planning committee met periodically, starting in October, and its members worked with seniors in their respective high schools throughout the planning period. Through their efforts lists of possible occupational areas that might be covered in the conference were presented to the seniors for three initial choices. School representatives tabulated choices, consolidated lists, and eliminated unwanted areas before returning to the next committee meeting. Here similar tabulation, consolidation, and elim-

ination was done for the entire county.

The planning committee members then obtained from their schools first and second choices of the occupational fields from the revised lists. These choices determined the final selections for the conference.

Occupational selections made by the seniors were quite varied, including such occupations as beautician, secretary, auto mechanic, work in the Armed Forces (Army, Air Force, Navy, Coast Guard), nursing, art work, physical education work, journalism, police work, accounting, and agriculture.

Although the seniors live in a rural county, only 10 boys, out of approximately one hundred and thirty seniors, selected agriculture. The most popular areas were secretarial and accounting. These choices toward clerical, white collar occupations and away from agriculture seem to follow recent national employment trends.

Except for home employment on farms, most jobs for non-college people in the area are in small business or professional offices, or in nearby manufacturing establishments. In the latter, jobs are for machine operators and the training period is short. Many students feel that by going into commercial

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work they can escape home employment and routine machine operation jobs, although many of the latter pay well considering the training and experience required. Selection of opportunities in the Armed Forces by a sizable group of young men showed some realistic thinking and a marked pattern for our time.

Consultants Recommended

At the third planning committee meeting, members recommended as consultants persons they thought would give the information wanted about particular occupations. Because each conference group would be large enough to make it worth while, the committee felt free to select people who would have to travel a considerable distance, although local citizens were used as consultants too. The county agricultural agent, for instance, led the discussion on agriculture, while a local lumber and millwork company executive dealt with building trades. The state university supplied some speakers. Representatives from the Federal Civil Service and various branches of the Armed Services sent speakers for their specific areas. All consultants came at their own expense.

Correspondence with consultants, editing of instructions, and compiling of student rosters were done by the county supervisor of pupil personnel. Members of a commercial class in office practice typed student rosters for each conference group. Meetings were held in each high school with students who were to preside to review the purposes of the conference and their duties.

A student panel was selected to evaluate the conference. As wide a variety of students as possible—*i.e.*, college bound, non-college

bound, boys and girls from varying occupational groups—were selected, but no student member of the planning committee was on the panel. The county high school supervisor, who played only a minor part in the actual planning of the conference, was asked to lead the panel discussion. He prepared questions such as these: (1) What phase of the meetings you attended was most helpful to you? (2) In a world as upset as ours is at present, what value if any, can you see in a conference in which planning for the future is one of the main purposes? (3) Is this time in your total school life the best for such a conference as this? No pre-conference meeting was held by this group. The panel leader merely asked one or two of his prepared questions and responses came readily.

Panel Members React

Some of the panel members reacted as follows: One girl said she had come to the conference with her mind made up about her chosen field, but after attending two sessions she saw how narrow her views had been. Others said the conference was worth while because they heard people actually in the work, or closely related to it, speak on various fields, rather than public school people. Many felt such a conference should come earlier in the total school experience. One girl found the conference successful because it brought together all seniors from the county high schools in one place at one time. One consultant mentioned that he felt the separate group conferences on different occupations had an advantage over a meeting where many speakers from various fields talk to the entire group, regardless of the varying interests of individuals within the group.

In retrospect, several conference features should be emphasized as having special value, aside from the informational program.

Much discussion went into the project long before it reached the "planning committee" stage. Several years ago objection had been raised to bringing into a school experience such as this, people who might not be considered "at the professional level." Not until the planning committee studied the fields of student interest were there voiced admissions of being wrong from the earlier objectors. Readiness for an experience takes a long time to develop and planning must be persistent and convincing, not dogmatic.

Throughout the preparation and conducting of the conference there was student participation: as members of the planning committee; as

chairmen at group meetings; as members of the panel evaluating the conference. These students gained much by participating in the planning and operation of the conference. One student on the planning committee said she hadn't realized so much planning had to go on behind the scenes to make a conference work. Those of us who, as professional people in education, worked with these students, also learned from the experience and profited from the many worthwhile, practical suggestions they made.

Lastly, the panel discussion evaluating the day was very profitable. It gave the faculty and students an opportunity to assess the effectiveness of such an educational experience, a situation all too often unheard of in education.

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